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ABSTRACT

This document consists of the final report and evaluation report of the Workshops in the Workplace, a workplace education program that was a business education partnership. The final report describes the following: the partners--three manufacturing firms and a medical facility; the areas addressed--workplace education as a second language, problem solving/critical thinking, job-specific reading/writing/math, and team building; and the training: 2-hour blocks of "hands-on" workshops facilitated by professionals assisted by paraprofessionals; and the curricula designed for each partner based upon literacy audits, task analyses, worker input, and management interviews. This report also lists project publications and dissemination activities. The summative, independent evaluation report describes each workplace and its training, publications, and outcomes. These workplaces are evaluated: Bronx Lebanon Hospital Center; Cox & Company; Farberware; and Kruysman Corp. The next section discusses issues and makes recommendations for future direction in relation to integration of literacy activities; assessment; and training the trainer. In the conclusion, the evaluator comments on these workplace literacy issues: who gets ongoing professional development and/or training; who is responsible for employee development; the workplace as a social setting and context for literacy development; and the importance and feasibility of ongoing support in workplaces for literacy development. (YLB)

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ED 426 231

WORKSHOPS IN THE WORKPLACE

A Business Education Partnership
November 1, 1994 - January 31, 1998

CFDA # 84.198 Contract # V198A40051-95

FINAL REPORT

FEBRUARY, 1998

Submitted to: The U.S. Department of Education
National Workplace Literacy Program

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WORKSHOPS IN THE WORKPLACE

Final Report

Background and Update

The **Business & Professional Development Institute (BPDI)** of Bronx Community College was awarded a grant of $938,765 to conduct a workplace education program beginning in November, 1994. The project began with four business partners--Bronx Lebanon Hospital Center, Kruysman, Inc., Cox & Company, and Farberware, Inc. These were three manufacturing firms and a medical facility. The areas addressed included Workplace Education as a Second Language (WESL), Problem Solving/Critical Thinking, and job-specific reading/writing/math. As the training progressed Team Building was added to this list as a way of getting workers to cooperate with each other, thereby helping each other with the learning.

Bronx Lebanon Hospital Center is one of the largest employers in the south Bronx with 3,000+ employees located throughout several different facilities. Kruysman, Inc. is a manufacturer of custom folders and binders with 250 employees located in lower Manhattan in New York City. Cox & Company is a manufacturer of aeronautical instruments (e.g. de-icing equipment) with 170 employees also located in lower Manhattan. Farberware, Inc. unfortunately went out of business in 1995 after taking part in two semesters of training. (Continuing services were provided to some of its employees which will be discussed further on in this report.)

For the most part, the training at all sites consisted of 2-hour blocks of "hands-

on" workshops facilitated by professionals who were assisted by para-professionals. Role playing, audio visual aids, handouts, videotaping, and small group work were employed in the training methodology. A separate curriculum was designed for each of the businesses based upon individual needs at each of the sites. These curricula were created based upon **literacy audits**, **task analyses**, **worker input**, and **management interviews**. In the case of Bronx Lebanon Hospital, a different curriculum was developed for each of four different locations--a methadone treatment center, an alcoholism rehab center, a rehab and detoxification unit, and one of its full service hospital facilities.

Business Partner Information

Bronx Lebanon Hospital Center employs workers from over 40 different cultures and nationalities. As mentioned earlier, it has several different sites--two full hospital locations and many satellite facilities throughout the Bronx. Those involved in the training included dietary and custodial workers, security, technicians, nurses, transportation workers, and some foreign-born physicians (Accent Modification Workshops). In many instances, workers from different departments participated in a workshop series and this brought about a mutual understanding and respect for each others' jobs. One hundred and forty-one (**141**) employees took part in the training at Bronx Lebanon.

Of the one-hundred (**100**) employees at Kruysman, Inc. who took part in the training, the majority (85%) were NOT native-English speakers--most were from Spanish-speaking countries. As a result, the first two years at Kruysman concentrated on WESL. In the third year, there was more concentration on front-line supervisors, some of whom had similar shortcomings as the workers, but who tended to be somewhat more sophisticated.

Cox and Company, similarly, needed WESL; their workforce included individuals from many different European, Asian, and Middle Eastern countries. There was also a tendency at Cox for people to "pigeonhole" themselves and avoid interacting with anyone they didn't have to work with. The inclusion of team building in the workshops with people from different departments proved helpful and encouraged the employees to respect each other more and become more cooperative. There were ninety-one (**91**) trainees at Cox.

Before being bought out and its operations moved to the Far East, BPDI personnel conducted a series of successful workshops for forty (**40**) employees at Farberware. Its employees were predominantly Spanish-speaking. Prior to the training project, management had tended to learn enough Spanish to communicate effectively with the workers rather than urging the workers to speak more English. During the course of the training, this was curtailed and the relatively few of its 750 employees were making strides with English. Those employees who took part in the training were even beginning to influence their co-workers. The loss of jobs with the closing of the plant and, consequently, the discontinuance of the training was traumatic for all concerned, including project training personnel. It should be noted that even after the plant shut down *51 former employees from Farberware were referred to Bronx Community College for skills training; some have completed the training and found jobs (e.g. building trades, computer operator, etc.), while others are currently completing training programs.*

The original proposal submitted in 1994 indicated that 270 workers would take part in the training. This goal was surpassed by over 100 trainees **for a total of 372 non-duplicated participants**. Even though Farberware closed down, the number of

workshops at the remaining three sites were increased to allow for this decrease in the number of business partners.

A summative, independent evaluation report accompanies this final submission which details the successes and challenges of this project quite accurately. Overall, though, the project was viewed by the project team, the management at all four sites, and the workers as quite successful. This is especially true in the areas of morale and self-confidence building. Based on post-training interviews and conversations with the trainees, it is estimated, for example, that a minimum of 20 to 30 participants who were involved in the training have gone on to further their education or plan to do so. It should be noted that this is a conservative estimate because the project team did not have the opportunity to interview all the trainees on a one-to-one basis. In addition, management at the remaining three sites all report improved productivity, enhanced communication skills, and a more cooperative working relationship among workers.

Project Publications

Copies of the publications created as a direct result of the project accompany this final report. They consist of the following:

A Guidebook for Administrators & Instructors Providing Workplace Education in the Health and Manufacturing Industries (1996)
ed. Dr. Jeanne Bitterman. 125 pps
A looseleaf publication which provides background on the college's involvement in workplace education, along with methods and techniques for delivering on-site training.

Team Leader's Handbook (1996), by Dr. J. Juechter, 22 pps.
A basic handbook covering communications and interactive techniques suitable for leaders of manufacturing teams working towards quality management and continuous improvement.

Supervisory Workplace Training: A Training Manual for Supervisors and Managers Providing Workplace Training to Health Care Professionals (1997) developed by Dr. Doris Dingle and the Spring, 1997 Workshop Participants at Bronx Lebanon Hospital, 400+ pps.
An exhaustive handbook covering the many job titles and responsibilities of hospital personnel, including communications, telephone skills, supervisory skills, customer relations, and much more.

Workshop Handouts for Supervisory Workplace Training (1997) by Dr. Doris Dingle, 200 pps.
A collection of handouts and overheads to be used in conjunction with the *Supervisory Workplace Training Manual* (above).

Dissemination Activities

In addition to attending the workplace education national conferences in Washington, D.C. and Milwaukee, Wisconsin during the life of the grant, members of the project staff conducted workshops, delivered papers, and made presentations directly concerned with their experiences providing workplace education. A listing of these activities follows.

April 10, 1995 - National NETWORKS Conference, Nashville, TN
How to Train Professionals From Various Disciplines to Design and Deliver Workplace Literacy Programs (Roundtable Discussion)

June 30, 1995 - Funding from The International Transactional Analysis Association to develop 5 workplace literacy modules on ***Transactional Analysis and Workplace Literacy: A Dynamic Link***.

April/May, 1995 - ***Train the Trainer Workshops for Workers at New York State Boards of Cooperative Educational Services (BOCES)*** using Farberware as a training example.

May 14, 1996 - "Preparing for Workforce 2000: A Staff Development Conference" sponsored by the Hudson Valley/Catskill Partnership and the Lower Hudson Worker Education Consortium, Fishkill, NY
Workshop, ***Ergonomics in WESL Training at Kruysman, Inc.***

November 11, 1996 - National NETWORKS Conference, "Work-Based Learning and Literacy: The Cornerstone of America's Workforce" Cleveland, OH
Presentation, ***Workplace Education, 1988 to 1996: Lessons Learned/ Successes Achieved***

November 1, 1997 - National NETWORKS Work-Based Learning Conference Danvers, MA
Workshop, ***Engaging Company Executives in Workplace Education***

November 13, 1997 - The Eddy/Northeast Health and Rockefeller College Symposium, "Workplace Education in the Healthcare Environment: The Why, The What, and The How," Troy, NY
Presentation, ***Addressing Critical Issues in Educating Direct Care Workers***

Summary

On page 1 of the original proposal for this project submitted in 1994 it states, "...that these trainees will become more productive on the job, improve English language and basic educational skills and, as a result, communications, problem-solving, and morale will be enhanced." It is clear to the project staff and each of the business partners that these goals were met. Each site was unique, but the outcomes at each reflected the project's attention to the stated goals.

The **Business & Professional Development Institute** has been conducting workplace education projects since 1988 (before the adoption of the buzzwords,

"workplace literacy"), and this 3-year grant allowed the staff to further enhance their skills and expand methodologies. All of the employers BPDI works with have begun to recognize the value and importance of upgrading employees. Because of technological advances and increased global competition, the American worker must be prepared to constantly shift into a *learning mode*. This opportunity to develop further expertise in workforce education was a welcome opportunity for BPDI personnel to make even a small contribution to this process. It is unfortunate that such a valuable service will no longer be funded in the same manner.

Workshops in the Workplace

Contract # V198A40051-95

FINAL REPORT
Addendum

In-Kind Matching Funds and Program Continuation

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Submitted to: U.S. Department of Education
National Workplace Literacy Program

February, 1998

In-Kind Matching Funds

The business partners which took part in the project provided in-kind matching funds in the form of employee released time, space, and management meetings and monitoring of the project. What follows is a breakdown of these contributions by company.

FARBERWARE, INC.

40 employees took part in 30 hour workshops and the average salary was $12.00 per hour.
40 trainees x 30 hours x $12 per hour = $14,400

Use of company space, equipment, utilities and other resources is computed at $150 per month for a total of 8 months.
$150 x 8 months = $1,200

Business partner management attended monthly steering committee meetings, met with training personnel on an ongoing basis and monitored the progress of the training. This time is computed at $50.00 per hour for 15 hours per month.
$15 per hour x 15 hours per month x 8 months = $6,000

Farberware Total In-Kind $21,600

KRUYSMAN, INC.

At Kruysman, 100 employees took part in 30-hour workshops and the average salary was $7.00 per hour.
100 employees x 30 hours x $7 per hour = $21,000

Use of company space, equipment, etc. for 36 months at $150 per month =$5,400

Business partner management time at $50.00 per hour, 15 hours per month for 36 months = $27,000.

Kruysman Total In-Kind $53,400

COX & COMPANY, INC.

There were 91 employees who took part in the workshops for 30 hours each at $14.00 per hour.
91 employees x 30 hours x $14.00 per hour = $38,220

As in the case of Kruysman, space is computed at $150 per month x 36 months for a total of $5,400.

Management meetings and involvement is also the same as for Kruysman at $27,000.

Cox Total In-Kind $70,620

BRONX LEBANON HOSPITAL CENTER

The schedule at the hospital was varied as follows:
107 employees at $11 per hour for 30 hours each $35,310
1 class of 44 hours for train the trainer was attended by 17 supervisors at $18 per hour....$13,464
60 hours of workshops and development time were devoted to development of the supervisor's handbook for 17 supervisors at $18 per hour....$18,360
Therefore, the total employee time contribution comes to $67,134

The use of space and facilities, etc. is computed the same as above.....$5,400.

Management meetings and contributed project time is the same as above...$27,000.

Bronx Lebanon Total In-Kind $99,534

BRONX COMMUNITY COLLEGE

The college contributed space, equipment, utilities, and phone which is computed the same as these services for the business partners.....$5,400

Student Aides, who earn $5.50 per hour, were engaged to work on aspects of the project for 600 hours each per year, and 3 were used each year for a total of $29,700..

Total College In-Kind $35,100

THE GRAND TOTAL OF IN-KIND CONTRIBUTIONS IS $280,254

Project Continuation

Due in great part to the final workshops with supervisors at Bronx Lebanon Hospital Center and the development of the ***Supervisory Workplace Training: A Training Manual for Supervisors and Managers Providing Workplace Training to Health Care Professionals***, workplace education at Bronx Lebanon Hospital Center has been institutionalized. The supervisory personnel who were trained have already begun to conduct in-house training using the materials that were developed at the end of the project.

The **Business & Professional Development Institute** is currently meeting with the management of Kruysman, Inc. to design ongoing training activities for which the company is willing to pay. The president does not wish the momentum of the last three years to be lost.

Cox & Company, Inc. has not indicated a need for or interest in further training, although the vice president feels that our project was quite helpful to the company.

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"Workshops in the Workplace" Project
Final Report

February, 1998

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"Workshops in the Workplace" Project
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INTRODUCTION

"Workshops in the Workplace"

"Workshops in the Workplace" was a 36-month demonstration project of The Business & Professional Development Institute (BPDI) of Bronx Community College (BCC), The City University of New York (CUNY). The project was funded by the U.S. Department of Education National Workplace Literacy Program and ran from the Fall of 1994 through the Fall of 1997. Its goal was to address the workplace literacy needs of 4 workplaces:

- Bronx Lebanon, a major urban hospital;
- Cox and Company, which manufactures anti-icing equipment for aircraft;
- Farberware, Inc. which manufactured cookware and small appliances; and
- Kruysman, Inc. which manufactures filing products such as expandable folders, lawyers' brief holders, and file folders.

The proposal stated that the expected, overall outcome of the project was for trainees to "become more productive on the job, improve English language and basic educational skills and, as a result," to enhance their "communications, problem-solving, and morale." More specifically, some of the expected outcomes and activities of the project were identified in the proposal as:

- Improved understanding of job functions.
- Enhanced employee accuracy and productivity.
- Customized curricula for each site which can be replicated for new trainees.
- Increased employee morale.
- Improved labor/management relations at each site.
- Educational advancement for all employees involved.
- Workplace Fitness Plans (similar to Individual Educational Plans - IEPs) for each employee.
- Enhanced employee critical thinking and problem-solving abilities.
- Orientation and Training of the Trainer for supervisor/managers at each site to allow for ownership of the project and to set the stage for continuation once the project is no longer funded.
- Significant improvement in reading, writing, and computation skills.
- An increase in vocabulary and English usage on the job.
- Enhanced oral communication between workers and supervisors.
- An improved potential for upgrading.

During meetings with the BPDI Project Director and during BPDI staff site visits, the business partners identified the need to "upgrade their employees" in order to remain competitive.

Institute for Literacy Studies (ILS)

The ILS, established in 1984 at Lehman College, is an organized research unit of CUNY. The mission of the ILS is to reform and improve teaching and learning for people of all ages so that every person may participate fully in the practical affairs of the world, assume a voice in public discussions, and satisfy a personal desire to learn. To accomplish this mission, the ILS advances research, articulates theory, and implements effective practice in literacy education. The following are among the principles that inform ILS work and directly relate to this evaluation:

- literacy is best understood as literacies.
- learners make meaning within the social, economic, and political context in which they live.
- classrooms should be active and collaborative.
- assessments of learning should be ongoing, various, and build on the knowledge of teachers and the strengths of learners.
- theory, practice, and research inform each other.
- reflection on practice is central to effective teaching.
- teachers need opportunities to read, write, and talk about their work in communities of other teachers.

In addition to professional/staff development, the ILS provides technical assistance and conducts evaluations of educational programs in schools, on college campuses, and in community organizations with teachers, administrators, parents, and students. It also provides direct service including free language and literacy education to adults from communities surrounding Lehman College.

The staff involved in the third year of this evaluation include:

Lena O. Townsend, Director of Community Initiatives at the ILS. She has been an adult basic education/reading instructor, has developed and facilitated courses and workshops for adult educators and youth practitioners, and has provided technical assistance and evaluation services to numerous literacy programs. Ms. Townsend is the "Workshops in the Workplace" project lead documenter/evaluator.

Cecelia Traugh, Director of Research and Evaluation at the ILS. She serves as a consultant to this project.

Purpose of This Evaluation Report

The evaluation of the "Workshops in the Workplace" project has been formative in nature. Throughout the three-year grant period, detailed feedback was provided to project members to support their re-thinking of the work they were doing. This feedback was provided to all project staff in the form of:

- conversations and follow-up memos after site visits and meetings;
- meetings led or co-led by the evaluator to look at instructional practices and participants' writing; and
- reports. Two interim reports to the project staff were submitted during the spring and summer of 1995 and reports to the U.S. Department of Education National Workplace Literacy Program were submitted in the fall of 1995 and 1996.

This report, at the conclusion of the project, is a final summative evaluation report. This report will:

- briefly describe the work done at each of the workplaces over the three year period of the project;
- discuss the expected outcomes and activities of the project identified in the proposal;
- discuss recommendations made and how they were acted upon; and
- discuss issues to consider for future work in workplace learning.

Data Collection

Over the three year period, the ILS documenter collected the following data which was, for the most part, qualitative and included:

- Interviews with employees at each of the 4 worksites;
- Interviews with representatives from each of the workplaces (business partners);
- Interviews with the instructors: F. Barnes (Years 2 and 3), D. Dingle, E. Giardino (Year 1), J. Juechter, and M. Trotter (Year 2);
- Interviews with the project director, C. Grant, and assistant project director, M. Ferrell (Year 1);
- Observations of the classes. Each class was observed in its entirety two or three times each cycle;
- Post-observation and other memos containing evaluator's instructional and other recommendations;
- Notes from Steering Committee meetings;
- Lesson plans and related instructional materials;
- Notes from staff development and other meetings; and

• Written final reports from D. Dingle and J. Juechter in response to the following questions:

1. Describe your work with each of the companies--where the programs began in terms of workplace education and where they are now.
2. What impact do you see on the company you have worked with as a result of the work you have done over the past three years?
3. What other possible impact(s) do you believe are possible and why?
4. What have you learned from your work over the past three years about efforts to bring literacy education to the workplace? You might answer this question in terms of instructional strategies, instructor knowledge and skills, characteristics of a company such as administrative and/or managerial structures and attitudes, or any other characteristics you've discovered.
5. What do you identify as the overall strengths and vulnerabilities of the project?

THE WORKPLACES

Bronx Lebanon Hospital Center

Bronx Lebanon Hospital Center is the largest private provider of managed and ambulatory care services in the south Bronx. It is comprised of 34 facilities which deliver general and specialized health care services at two hospitals and 32 community-based satellite practices/facilities, located in various areas of the Bronx, New York. "Workshops in the Workplace" trainings were held in three of these facilities. Eighteen-week trainings were held at the following Bronx Lebanon Hospital Center sites: the Methadone Maintenance Clinic (MMC) from March 1 through June 28, 1995; the Outpatient Alcoholism Program from September 21, 1995 through February 1, 1996; and the Rehabilitation/Detoxification Units from February 27 through June 25, 1996. In addition to these trainings, Bronx Lebanon's Concourse and Fulton hospital sites were designated as the training sites for the "Supervisory Workplace Training" which was held in two-hour blocks on Tuesdays and Thursdays, from 2-4 p.m.. These 11-week training sessions began January 28 and 30, and ended April 15 and May 8, 1997. Four additional weeks were added at the Fulton site, enabling participants from both locations to come together to deliver 30 minute training presentations, using the custom-designed curricula they developed.

Methadone Maintenance Clinic

The first training, held at the MMC and described in greater depth in the 1995 evaluation reports, was challenging. Working through the problems that arose, however, helped to identify a number of issues, particularly that of a worksite's interest, ability, and willingness to participate in the program and to raise questions pertinent to the project as a whole. The questions, the answers to which should be considered seriously before a site is considered for involvement in the program, included:

- Who initiates the training?

- Is on-site management aware of and agreeable to training? If so, is management willing and available to be involved as necessary and appropriate in the planning and implementation of the training? If not, can discussion be initiated about the training?

- Are supervisors/managers willing and able to participate when appropriate?

- Are supervisors willing to be involved in periodic assessment of the project?

- Is the company willing/able to release employees on company time?

Although it was not the case at prior Bronx Lebanon trainings, at BLMMC staff were required to attend partially on company time and partially on their own time.

Issues related to recruitment also arose through work at this site. The evaluator shared the following article from an Oct. 1995 *Journal of Reading*, "Workplace literacy: From survival to empowerment and human development, " by Carol A. Rhoder and Joyce N. French, which describes a literacy program in two New York area hospitals with BPDI staff. Among the criteria for effective workplace literacy programs cited by the authors is "Adults must be treated like adults, with respect and dignity (Cassivi, 1989)." Employees who are singled out and told they must attend a program, and in addition, at sites like the BLMMP, are required to attend on their own time without free choice, are not being treated with respect and dignity. Some employees were clearly resentful of having to attend work-related classes on their own personal time. This resentment decreased enthusiasm and motivation--two qualities that are very important for having successful educational experiences.

The evaluator recommended that, if at all possible, programs should take place on company time and management should:

- describe in advance of the training the activities in which workers are expected to participate;
- give employees a choice about participation; or
- if this is not possible, make it clear that **everyone** is expected to participate and explain why this is an important and valued part of their own and the company's development.

In addition to concerns about the worksite's ability and willingness to participate and recruitment, the evaluator had some concerns about instruction. She suggested that more extended time be allocated to work directly related to their jobs. In Bronx Lebanon's case this would be writing psycho-social reports, for example. She also suggested:

- mini-lessons on grammar, punctuation, and spelling using students' texts;
- participation in writing groups which could aid in team building; and
- opportunities for ongoing assessment of participants' work.

Outpatient Department Alcoholism Program

During the fall (1995/96 cycle) BPDI provided training to Bronx Lebanon Outpatient Department Alcoholism Program employees. This training was much more successful than the MMC training. During the evaluator's site visit to Bronx Lebanon's Alcoholism Treatment Program that fall, participants were engaged, to a much greater extent, in extended writing.

The instructors presented mini-lessons on areas related to employees' writing. In addition, they expressed an interest in meeting to discuss writing assessment. The instructor also felt that she and her co-trainer, Michael Trotter were much more successful and effective. In her final reflective report about the project, Dr. Dingle writes:

> An 18-week program with a primary focus on writing began at this facility on September 1, 1995, and ended January 25, 1996. From the very first day of training and until the very end, each workshop was a positively exhilarating experience. It was difficult not to compare differences at this site to previous experiences and the differences were obvious. Perhaps the approach to the start-up process made the difference, but most assuredly the first most obvious difference was evident in the attitude of the program administrator, with whom we met initially to discuss the program. The program administrator then invited supervisory/administrative personnel to the second meeting to share the purpose of the program with them and to elicit input into the content of the curriculum and selection of program participants. About one month later, the trainers met with 15 potential participants who clearly understood they had been nominated to participate in the program and with whom considerable time was spent assessing training interests and needs, examining job-specific documents they typically prepared, collecting literacy assessment data, preparing lists of routine work tasks performed, and discussing the content of the curriculum. Interest in and enthusiasm for workplace training and readiness to share workplace documents demonstrated high levels of motivation among those in attendance at all meetings.
>
> Based on information collected at both meetings and examination of job-specific documents submitted by the administration, the curriculum was presented to the administration for approval at a third meeting. The curriculum was so planned so that writing would be integrated into each workshop topic. Four themes were chosen: Stress/Time Management; Listening; Speaking; and Teaming.
>
> Other factors which might have made working with the group a pleasant experience include the following:
>
> (1) Participants also decided what day and time the training should be offered, based upon work demands. Incidentally, all of the employees who attended the orientation meeting began the program.
>
> (2) Participants were happy to have an opportunity to work with colleagues they had not worked with previously as they held different titles.

(3) While the educational backgrounds of the participants ranged from those who had completed high school or community college...to two social work assistants who had a master's degree, all participants (except one) were candid about why they were in the workshop; namely, to improve workplace writing.

While it is difficult to know the long-term impact of this training, during a group discussion with the evaluator, participants stated that as a result of the training, their writing ability changed in a number of ways. Not only had their writing improved technically, but they were thinking about the audience for their writing, they were planning their writing more strategically, their standards for writing had improved, they assessed their writing, and their perception of their writing ability and, consequently, themselves had changed. It can't be said with certainty which factors cause certain effects and the evaluator would say that at various points cause and effect were reciprocal. However, some participants reported that they now interview patients more effectively and write clearer, more concise reports.

In addition, the course evaluation form and participant interviews indicate that there have been important changes in areas other than workplace writing. The following reflect some of those changes.

As a result of training,	Yes	No
I plan to enroll in college	7	3
I listen more carefully to others	11	0
I have noticed an improvement in my performance	11	0
I share what I have learned with others	10	1

Participants talked about the importance of improving their own skills so they can help their children with their school work. One participant shared how one aspect of her life with her daughter has changed. She said,

> I also noticed when my daughter brings me her teacher's papers I say "oh, she writes so nice." So I started writing my little notes back to her. I write them real nice. I say, "God when she reads this she probably crush them." You know, I'm embarrassed...but now I sit down and I write a little note, like a little journal. That's how she writes to us. So I sit down and I write her little notes...real nice. And I say you make sure you give that to your teacher. It builds your confidence.

Rehabilitation / Detoxification Units

This group met for 18 sessions from February 1, 1997 through June 25, 1997. Participants were involved in reading, writing, and discussion related to time and stress management, team/image building, group dynamics/sensitivity, and writing. For example, during several sessions they read about stress management. This led to discussions on issues such as communication, time-management, authority, morale, and other problems. The large group was then divided into smaller groups to analyze the problems and think of ways to implement changes. They then shared their thinking in the large group. Participants began to keep time management logs during mid-March. The log entries were analyzed and techniques for working more efficiently were shared. During the fourth session participants informed the trainers that several employees had been terminated due to budget cuts. From this point on, activities related to topics such as stress management, morale, and team and image building became particularly important as remaining staff members took on more work. A writing strand also ran through the workshops. This strand began with an assessment of participants' writing and led to lessons on basic grammar such as subject-verb agreement, and use of comma before conjunctions. As they did in the other Bronx Lebanon sites, staff worked to improve their writing of psycho-social and other reports.

Training at this site was challenging due to the difficult nature of the work and the layoffs. The training was designed to support workers to become more efficient writers, communicators, and team members. Through reading, writing, and discussion, participants worked toward the goals of increasing productivity and lowering stress. During a session late in the training cycle, several participants said they felt more comfortable with some of their colleagues. Communication and teaming appeared to be improved. This class was clearly a place where employees' concerns could be heard and they could, together, sort out issues related to the effects of the layoffs. While, even toward the end of the workshops, it was unclear exactly what the impact of the training would be beyond increasing participants' comfort level with each other, this increase in comfort level during a very stressful time was a very important impact.

Supervisory Workplace Training

Train the Trainer, a manual developed by the 20 supervisors and managers who participated in Bronx Lebanon's Supervisory Workplace Training, describes the need for this training by explaining that the transformation occurring nationwide within the health care industry, and particularly in New York City, has led to a rise in demand for outpatient health care services. In addition, Bronx Lebanon's patient base has grown increasingly more diverse culturally, ethnically, racially, and socio-economically. In response to this diversity and to the rise in demand, Bronx Lebanon has expanded its facilities and staff. This staff needs to engage in

life-long learning experiences to keep their skills and knowledge current. "To that end," the manual states that the Supervisory Workplace Training,

> ...was envisioned as an extension of current training initiatives and an eclectic approach to training those who subsequently would be called upon to conduct training themselves. Customer service, including customer and human relations, cultural diversity, telephone courtesy, inter/intra departmental communications, and registration in-take procedures, was chosen as the topic for the training.

The *Train the Trainer* manual

> ...reflects the focus of the last year of the grant; namely, preparation of employees to continue workplace education at business sites where training had been offered over the past two years. This manual was not a course requirement, but rather a byproduct created in response to the need expressed by the participants for a systematic guide to conduct subsequent training in their own workplaces. Indeed the participants' enthusiasm for the manual is reflected in their willingness to expend additional resources in preparing materials for the manual. It would thus be a fair statement to say that the manual would not have been created had it not been for the motivation and intellectual and critical thinking skills of the participants as well as their commitment to the common goal of being sensitive to the changing needs of their workplaces.
>
> (From the Acknowledgments Section of *Train the Trainer*)

The Supervisory Workplace Training was successful in a number of ways that include the following:

- participants identified real training needs and used this opportunity to address those needs:
- in the process, they increased their own skills related to training;
- they expect, through the future trainings they will lead, to improve the customer relations skills of those whom they supervise, ultimately improving the experience of Bronx Lebanon patients;
- improvement in their skills was not limited to training in the narrow sense, but also gave them an opportunity to identify and analyze their departments' strengths and needs and develop strategies to meet those needs; and
- more importantly, this training experience was highly supported by Natalie Hannon, Director of Training and Personnel, who has taken steps to integrate it into the Medical Center's procedures.

During the June "Workshops in the Workplace" Steering Committee meeting she stated,

> In the fall there will be a retreat for all of the Ambulatory Care staff and participants will be used to train during that time. Also, it will be made clear that telephone training is now available and they will be asked how they plan to use it. The materials will be used on an ongoing basis to train new employees.

In the 1996 report the evaluator recommended that training the trainer should not simply be a replication of the trainings that have gone on during the past 2 years. Representatives (preferably more than 1) from each of the businesses should be trained to continually assess the training needs of their organizations based on the company's goals and the skills and interests of the employees. These assessments should then be linked to instruction that is tailored to the culture of the particular organization. Bronx Lebanon Medical Center followed through on this recommendation.

Outcomes

As was stated earlier in the report, the expected, overall outcome of the project as described in the proposal is: "trainees will become more productive on the job, improve English language and basic educational skills and, as a result, communications, problem-solving, and morale will be enhanced." The evaluator believes that this overall outcome was met in varying degrees at the participating sites at Bronx Lebanon. The more specific outcomes that were met included:

- Improved understanding of job functions.
- Enhanced employee accuracy and productivity.
- Customized curricula for the site which can be replicated for new trainees.
- Increased employee morale.
- Improved labor/management relations at the site.
- Educational advancement for some of the employees involved.
- Enhanced employee critical thinking and problem-solving abilities.
- Orientation and Training of the Trainer for supervisor/managers at the site to allow for ownership of the project and to set the stage for continuation once the project is no longer funded.
- Significant improvement in reading, writing, and computation skills.
- Enhanced oral communication between workers and supervisors.
- An improved potential for upgrading.

Cox & Company

Cox & Company manufactures anti-icing equipment for aircraft. During the first year of this project, the plant manager expected employees to become more fluent speakers of English. He said,

> ...The original goal and expectation was to take some of our employees who are not native born Americans and to bring up their skill level how they can speak more fluently to the supervisor... For instance, if I go out on the floor and I talk to an employee, I don't speak Spanish. If they don't speak English and I don't speak Spanish we have a problem. The goal was to bring up the level of the understanding of the English language better through the company....

In response to the company's request, a 15-week Workplace English as a Second Language (WESL) program began on March 8, 1995 and ended with a graduation ceremony on June 14.

There appeared to be a discrepancy between the plant manager's expectations and what can be accomplished in a program that meets only two hours a week for 15 or 18 sessions. When his expectations weren't met (after about eight sessions), he voiced his dissatisfaction and BPDI staff responded to his request to change the instruction by changing their instructional approach from a more experiential one to one which was more skills-based and therefore more consistent with the expectations of the employees and employers.

During the second year of the project, the plant manager described different goals for the training. He said:

> ...in the company we have many different departments where we are separated by task--where one of the group is all electronic, another one is all composite, the third one is all administrative, and the fourth one is all engineering. Now, from time to time we have a little problem to mesh the different groups together--to mesh up the engineering with the production, the production with the administration. So we really felt after going over...what the program can offer us, we can improve the communication--not with the English--but between departments. Problem solving with departments so we not do finger pointing--this is not my problem this is your problem so you supposed to solve it... We have a Vice President...who started to put up the teaming concept a year, a year and a half ago in our own little way. But when we find out this is something you can teach us we really jumped on it...We have lots of problems overlapping from department to department. And the best way to solve it is with a group of people, not as an individual department. So that's where the whole teaming came up.

The Fall workshops were held from September 21, 1995 to January 25, 1996. The Spring workshops took place from February 15 to May 30, 1996. Based on employee interviews and surveys, it was determined that teaming and related areas such as communication, motivation, and leadership would be the focus of the workshops. This was the case for both the 18-session Fall 1995 and the 15-session Spring 1996 workshop series. A four-session executive training was also held in the fall. Fall 1996 and Spring 1997 workshops were also held. Each of the workshop series was led primarily by the training coordinator and included information about management theory, team development, and leadership styles.

The 1996 report contains detailed comments made by employees that reflect changes they saw in their personal attitudes, behaviors, and work. They feel that these changes are a result of having participated in the training. The general areas in which they saw positive changes included:

- Attitude /Cooperation;
- Conflict Avoidance/Resolution;
- Taking Responsibility for Finding Solutions to Problems; and
- Recognition of the Importance of the Role that Each Employee Plays in the Company

Return on Investment

When asked about return on investment, the Vice President responded:

> ...It's a very difficult thing to say because we have so many different things going on. The training itself--we have other training going on. We have developed teams for quick response in the development of a product. To put the dollar value on the return of investment into this is, quite frankly, impossible to do. I can tell you specifically what my productivity improvements are and I have the numbers in accounting that we follow on a daily, weekly, monthly, annual basis. I can tell you the controls we have, the reductions in inventory we have because of the outcomes of people that have been through the course and their improved performance, and I have those kinds of measurements that are real. But again, they're also involved with a lot of different things at the same time. One of the other 9 major projects is putting in an MRP, a manufacturing resource planning system. That also affects the inventory and productivity.

He did, however, say that he believes that the course has had an effect on a range of employees--not only engineers, but factory workers as well--who now take responsibility for projects. This allows more projects to run concurrently, boosting output. He said:

> ...as we entered this year we had 9 major programs...any one of which in the past would have taken the focus of [the president] or myself and the whole company's resources. And yet these 9 projects are running parallel at the same time. A large part of that has to do with the classes. We came out of the first class...with about 7 people who stood up and started to take absolute responsibility. Now two things have happened to them. They take risks and they make mistakes but they're intelligent risks. It's not a case of 'I made a mistake because I don't care.' It's an intelligent mistake. And they take the responsibility and because...they care now about it and they've taken the leadership role, we're able to allow them to go do that and not have to worry about it. We're running 9 parallel programs at once. I'm talking about things such as the training courses. We are building an icing research tunnel. And we are moving extensively around realigning and redesigning the people in the factory. We are bringing in a whole new line of business--the railroad industry. We are working diligently. We took the 8 best hands and minds to support the development effort. Those were the factory people. These are my best hands and minds who understand technical. They are now part of the team from the time the first quote comes in until the first 8 or 10 pieces are built and debugged and then they pass it over to the rest of the operations group. So there's a direct outcome in that respect of our ability to handle more and to grow. Last year's growth was up about 12%. This year's growth will probably be up about 35% over last year and it's because of our response time and ability to deal with customers. Those are very real, measurable effects that we are seeing out of the course.

Cox & Company chose not to participate in the project during the Fall 1997 Train the Trainers phase. The Vice President of Operations explained:

> Due to the success [of the "Workshops in the Workplace" project] we have become so busy doing what we're doing, we have not been able to focus on this last step--train the trainer.
>
> As a company we greatly appreciate the program. It has been beneficial to us. Dr. J. [Juechter] is one of the best at what she does. The program brought us a resource we didn't have and wouldn't have known of.

Outcomes

As stated earlier in this report, the expected, overall outcome of the project as described in the proposal is that, "trainees will become more productive on the job, improve English language and basic educational skills and, as a result, communications, problem-solving, and morale will be enhanced."

More specifically, some of the expected outcomes and activities of the project were identified in the proposal and met at this site are:

- Improved understanding of job functions.
- Enhanced employee accuracy and productivity.
- Enhanced employee critical thinking and problem-solving abilities.
- An increase in vocabulary and English usage on the job.
- Enhanced oral communication between workers and supervisors.
- An improved potential for upgrading.

Expected outcomes and activities that were not met or did not occur at this site include:

- Customized curricula for each site which can be replicated for new trainees.
- Orientation and Training of the Trainer for supervisor/managers at each site to allow for ownership of the project and to set the stage for continuation once the project is no longer funded.
- Significant improvement in reading, writing, and computation skills. The employees involved in the project during years two and three were, for the most part, skilled readers and writers.

FARBERWARE

Farberware, Inc. was a manufacturer of cookware and small appliances located in the Bronx. In April 1996, U.S. Industries sold the factory's assets and the Farberware name to the Syratech Corporation of Boston (New York Times, 9/9/96). In late 1996, the Bronx factory closed.

Prior to the plant closing, two series of WESL workshops were held. The first, taught by J. Juechter and E. Giardino were held during the spring of 1995. The 18 spring sessions were held from February 21 to June 20, 1995. The 18 fall workshops, taught by D. Dingle and M. Trotter, were held from November 8, 1995 to March 6, 1996. Based on employee interviews and surveys, it was determined that teaming and related areas such as communication, motivation, and leadership would be the focus of the workshops. This was a challenge however, due to the fact that a small percentage of participants were native speakers of English, and most participants had no English skills or limited but functional access in English.

Workshops were not held in the Spring because Farberware, Inc. announced that the company was being sold. During the spring the company was in a state of flux as the employees were attempting to purchase the company from the prospective new buyer.

Outcomes

The impact of the trainings appeared to be, in the opinion of a supervisor and employees, greater for individual employees and their relationships with small numbers of other employees than on the company as a whole.

D. Dingle, the instructor during the final fall workshops wrote the following about the impact she observed:

> Though it appears moot to talk about impact at all, I would venture to say that although these participants could not apply what they learned at Farberware, I think one of the lasting impressions this group made upon all of us was best expressed in comments on graduation day--in essence, most of them said this English will help me get another job. Most importantly, the desire to continue learning English has become a reality for three students who enrolled in the GED program at Hostos Community College. Also, I learned from Mr. Trotter that several of these participants were enrolled in a basic electricity course offered through the Continuing Education Program at Bronx Community [College] in conjunction with the New York State Department of Unemployment.

While the expected, overall outcome of the project as described in the proposal that, "trainees will become more productive on the job, improve English language and basic educational skills and, as a result,

communications, problem-solving, and morale will be enhanced" cannot apply to Farberware specifically, there is some evidence that trainees learned English and computational skills that will benefit their employers, if and when they find other jobs, and that they may be more productive on those jobs.

KRUYSMAN CORP.

Kruysman is a filing products manufacturer which has been in existence for over 60 years. All of the items are h nd-made which allows them to customize the products to client specifications. Approximately 180 employees work in the factory. About 98% of these employees are from Spanish-speaking countries.

Kruysman's expectations and goals for the training have evolved over the past two years. The Vice President of Manufacturing describes his expectations for the training during the Spring of 1995 as follows:

> ...we didn't want to use the terminology ESL, but what we did really want to do was to take people on the factory floor--some supervisors and some other key people--and improve their English skills. Some people had a little bit of English skills and some had little or none. That was our main objective, to improve their skills because we felt from a manufacturing standpoint there's a lot of communication that goes on [related to] work orders that go into the plant. And we felt that the amount of errors that we had were probably a result of some of this. The fact that they didn't understand the written instructions that were on the work orders and sometimes even looking at some of them just taking verbal instructions, they would miss these things because learning to speak English means you have to think a little bit more in English. So I think one of the big objectives [was] to improve the productivity, reduce the errors, and so we thought that since we did have a very large population of Latino and Spanish speaking people we wanted to improve that. I would say that was the biggest objective. And the other thing is to begin to build some team work, some team spirit, some camaraderie.

By the Fall of 1995 their goals had changed somewhat; team building became more of a priority. Says the Personnel Director,

> Even though we knew that the ESL was successful last spring we didn't think we would have such a large response for another class right away. And I guess we thought that a team building program such as this would be more beneficial to most of the employees as well as those inside the office. It's very packed--it's not just team work but also teaching a lot of basic skills such as communication, some computation. They're going to pick up some issues that we are concerned about in the company. We thought that perhaps by having a select few and introducing them to those issues, they could probably be like our spokespeople and carry [those issues] out to the factory...the way they did with our ESL program.

The Vice President of Manufacturing went on to say:

> Safety is a very important thing here and we are focusing on the fact that we are trying to get down to zero accidents. The company never really paid a lot of attention to how to do that and we figured that this is one way to begin to get that message through to the employees beyond just the supervisory level. And, along with that, there's also ergonomics which is a brand new thing for all of us here and we want to focus on that...and again reduce long-term problems. Those are a couple of the issues that are in there.
>
> ...an objective that I didn't think about but that's hidden there is that we are trying to get more participation in the problem solving end of the business. To do that you need these people to understand some English so that they can communicate with everybody, particularly in the office. In fact we had one [situation] the other day where we had people from all of the departments trying to work on a problem...ergonomics--how you move your arms and hands...you need the people who are doing the work to help you solve the problem.

It appears that management's thinking about the role of employees in the company has evolved. They moved from viewing the training as an opportunity for workers to learn English to better understand written and verbal work orders--to improve productivity on a very basic level--to viewing workers as people who can problem solve with them in areas such as safety and ergonomics. That change in thinking is reflected in their expectations for the training.

The Fall workshops were held from September 21, 1995 to January 25, 1996. The Spring workshops took place from February 22 to June, 1996. Felicia Barnes, the assistant instructor who was experienced in teaching ESOL, engaged employees in interesting and varied opportunities to speak, read, write, and compute in English while engaged, often in pairs or small groups, in activities directly related to the workplace. She also led them in discussions that helped them to think about when and how they use English. The training coordinator led the group in other workplace-related activities such as using calculators.

Some lessons clearly related to the goals of the company, one of which is improving their safety record. During one session, for example, the group read and discussed various words and abbreviations such as OSHA, MSDS, HAZMATS, toxic and lethal, which are related to safety in the factory. The group was then divided into 3 smaller groups to tour the factory and look for signs with these words and other related safety signs. Safety officers also described their role in the plant. During another session they read an organizational chart, discussed the purpose of such a chart, and counted the number of job titles on the chart. They were also engaged in an activity

where a member of the group acted as the company's ambassador, someone who gives tours of the factory to visitors, and the group assessed his performance. In addition to speaking and reading English, participants had opportunities to write. Members of the Spring class, for example, wrote pieces about themselves that appeared in their Graduation Book. This was a major accomplishment for the teachers and learners.

Impact

The President, Vice President of Manufacturing, and the Director of Personnel have all reported that the training has had an impact on the company as well as on employees in their work and in their personal lives. The Director of Personnel and the WESL instructor submitted a proposal which was accepted for presentation at a recent Westchester County, New York Board of Cooperative Educational Services (BOCES) conference. At that conference and during a conversation with the evaluator, the Director of Personnel acknowledged the difficulty of determining the impact of the training on the company as a whole but she does describe a number of changes that are believed to be a result of the training. She explains:

> It is difficult [to measure impact] because, let's say, in the factory we have about 180 employees. Of those 180 we may send ...10 [or more] employees to one of these classes. Now it's difficult to say that when they finish this class these 10 employees are going to have such a major impact on delivery date or mistakes or production numbers. The only way to really evaluate them is on an individual basis. That's the only way we can do it. Are we going to make tables for them and say, 'well you've produced more since you've been in that class?' That's really hard to measure. The easier things to measure are what they can do for themselves, like are they more assertive? Are they taking on more responsibilities? Have they become promotable as a result of this? That's easier to measure.

The following are categories of changes that the Director of Personnel, in an interview, said she believes are related to the training. Detailed information was provided in the 1996 report.

- Employees are taking on additional responsibilities.

- Employees are seeking out and engaging in educational and professional development activities inside and out of the company. These educational activities involve not only English language speaking skills but also writing--being able to organize information and write it down and present it--and reading. These are skills that were taught and developed in the workshops.

- Morale has improved.

Return on Investment

The Director of Personnel said that the following are believed to be outcomes of the training:

- mistakes have decreased and as a result so have expenses;
- on-time delivery has improved; and
- production numbers have increased.

She said this information is based on:

> ...a report that's generated monthly and the number of credits that we have to issue, mostly based on mistakes. That's one of the documents that I looked at in order to make this type of statement. Over the last year and a half mistakes have decreased, the dollar value has decreased considerably in comparison to previous years. Delivery--that's just basic information that I got from our shipping department/warehouse. And production numbers, again, those are records that only the president is privy to.

Kruysman determined at a September 1997 meeting that they wanted training in the following three areas:

> Middle Management
> Industrial Engineering For Plant Superintendent
> WESL

However, their budget did not allow for all of these so they chose the first two areas as priorities and began training in industrial engineering on November 15. They followed up on the 19th and now they are scheduling training sessions for Wednesday afternoons. They plan to hold 40 hours of industrial engineering training between November 15 and the end of January, 1998. This is a subcontract with ITAK, a New York City agency for Engineering Training. Dr. Juechter's role is to coordinate the training with the ITAK trainer and to provide feedback and suggestions regarding teaching strategies and to provide case study material of the company. They are planning for a middle management training.

Train the Trainer

Some aspects of a training for trainers were introduced in the supervisor program which ran in the Spring of 1997 as well as in the Industrial Engineering training in the Fall of 1997. However, no formal train-the-trainer program was conducted.

Outcomes

The expected, overall outcome of the project as described in the proposal is that, "trainees will become more productive on the job, improve English language and basic educational skills and, as a result, communications, problem-solving, and morale will be enhanced." This outcome seems to have been met at Kruysman. More specifically, some of the expected outcomes and activities of the project identified in the proposal and met include:

- Improved understanding of job functions.
- Enhanced employee accuracy and productivity.
- Increased employee morale.
- Educational advancement for some employees involved.
- Enhanced employee critical thinking and problem-solving abilities.
- Significant improvement in reading, writing, and computation skills.
- An increase in vocabulary and English usage on the job.
- Enhanced oral communication between workers and supervisors.
- An improved potential for upgrading.

Those that were not met included:

- Customized curricula for each site which can be replicated for new trainees.
- Workplace Fitness Plans (similar to Individual Educational Plans - IEPs) for each employee.
- Orientation and Training of the Trainer for supervisor/managers at each site to allow for ownership of the project and to set the stage for continuation once the project is no longer funded.

DISCUSSION AND RECOMMENDATIONS FOR FUTURE DIRECTIONS

In a recent evaluation report of the Illinois Secretary of State Workplace Literacy Grant Program, submitted to the Illinois Secretary of State Literacy Office, Dr. Linda Burke and Dr. Jo Ann Ellingson of Saint Xavier University in Chicago, Illinois describe a survey of U.S. businesses that shows that:

> • 30% of companies reported secretaries having difficulty reading at the level required by the job.
> • 50% of companies reported managers and supervisors unable to write paragraphs free of grammatical errors.
> • As many as 50 million workers may have to be trained or retrained in the next few years.

Drs. Burke and Ellingson go on to say:

> Tougher international competition is making literacy in the workplace essential. As literacy requirements increase and a more diverse, less educated workforce enters the market illiteracy becomes a growing issue of public policy.

Although the three year initiative of "Workshops in the Workplace" is ending, companies' need to "upgrade employees" in order to remain competitive will likely continue. The expected, overall outcome of the project as described in the proposal, that "trainees will become more productive on the job, improve English language and basic educational skills and, as a result, communications, problem-solving, and morale will be enhanced" will be as important in the future as it has been during the past three years--perhaps more so. Therefore, it is also likely that BPDI will be asked to train in the areas of workplace learning and literacy. The following are some issues that BPDI should consider for their future work. They are based on what has been observed and learned by the evaluator during this three year initiative.

Integration of Literacy Activities

Over the course of this three-year project, at each of the sites except Cox & Company, literacy activities were increasingly integrated into the curriculum. That is, reading and writing activities appropriate to content areas, such as team building, time management, and communicating effectively with supervisors, were better integrated into teaching plans. During workshops observed by the evaluator, particularly at Bronx Lebanon and Kruysman, participants actively engaged in authentic literacy tasks. At Bronx Lebanon, for example, they kept logs for time management purposes. They wrote and revised psycho-social and other reports. And, they discussed the effect these writing tasks had on their work. Workshop instructors provided support in the form of individual conferences and group mini-lessons on grammar and punctuation. The instructors did less lecturing and spent more time on the

tasks of writing and group discussion about workplace issues. At Kruysman, employees had ample opportunities to talk, in English, about workplace-related issues such as safety and the company's organizational chart. They toured the company looking for various signs related to safety, and they interviewed employees who worked in the company's offices. This opened up a whole new world to them as most were familiar only with their part of the factory and hadn't noticed the safety warnings posted around them. They also didn't know about the various jobs done in the company. One employee even took action when he discovered that an area did not have an eye wash fountain and brought this to management's attention through a memo. Employees engaged in other reading and writing tasks as well and wrote stories for a journal at the end of the spring workshop series.

Throughout the project, there was little evidence of integration of reading and writing instruction at Cox & Company. While those employees were, for the most part, well educated, the evaluator suggested a number of writing activities such as taking minutes of meetings, and writing effective memos that could have been integrated into their work and would have supported increased communication and team building. Observations and lesson plans give no indication that these or other such activities were done.

If Drs. Burke and Ellingson's statistics are accurate, integrating reading and writing activities which are appropriate to the workplace will become increasingly important. The "Workshops in the Workplace" staff had a wide variety of skills and knowledge that could make such integration possible. Sharing expertise is most likely to happen, however, when staff have opportunities to meet and plan together. Steering Committee meetings including "Workshops in the Workplace" staff and business partners were held at regular intervals. Staff working at each of the sites planned together. However, planning meetings with opportunities for the entire "Workshops in the Workplace" instructional staff to share their expertise and plan together were not held regularly. In fact, to the evaluator's knowledge, this type of meeting was only held once.

Recommendation

The evaluator recommends that in future projects, instructional staff across sites meet together to share their expertise, learn from one another, and use their combined knowledge and expertise to plan. A future step in the staff development process would be for staff across sites to work together to share instructional strategies that have been particularly useful. For example, the assistant trainer at Kruysman could share her expertise in integrating ESOL instruction, including not only speaking but writing. The Assistant Training Coordinator and Assistant Trainer at Bronx Lebanon could share their expertise in teaching business writing.

Assessment

Ongoing assessment of learners' work indicating change over time has been a challenge in this project. Assessing learners' work is time consuming and challenging, particularly when many of the skills being assessed are "soft" skills such as communication and cooperation. Some tentative steps have been taken, however.

Last year the Bronx Lebanon instructors met with the evaluator, the Director of Research and Evaluation at the ILS, and two other ILS staff members who are familiar with the writing of adult learners, to begin to look at trainees' writing. The group began by reflecting on the word writing. That is, they wrote and shared the associations they make when they think of writing. Their responses ranged from purposes for writing such as communicating, sharing, and thinking about ideas, thoughts, feelings, and situations to difficulties with writing, how interpretations of writing vary, and the importance of audience for writing. The group then went on to read several pieces of writing, sharing their general impressions of the pieces and describing the pieces in detail. This was done in a descriptive, formative manner. The purpose was not to evaluate the writing or to identify the problems with it but to describe the writing and to begin to see the writer's strengths as well as areas for growth and to think about ways to support the writer as a learner. This is a first step in an assessment process that can and should include learners and teachers assessing writing development in an ongoing manner.

The instructors at Cox and Kruysman developed a "Fast Feedback" form to hear feedback from participants about each session. The areas for feedback include content, presentation, participants and other comments. The ratings range from 1 (Not Helpful) to 10 (Good). An Assessment/Evaluation form was also developed for Cox & Co. Periodically this form was given to participants to reflect on their experiences in the Teaming Workshop. It asked participants to:

- write a personal statement about the training;
- describe their most significant learning points in the content;
- describe behavioral change as a result of the workshop; and
- describe changes that have resulted for the company.

The "Fast Feedback" and Assessment/Evaluation forms focus primarily on the workshops and their content and to a lesser degree on participants' assessment of their learning.

During staff meetings, the Project Director and project staff have indicated an interest in learning more about assessment--particularly portfolio assessment. There are a number of ways assessment can be approached depending on what is to be assessed.

Recommendation

In future projects, project staff, business partners, and participants should work together to determine what they would like to assess, articulate standards in relation to what they wish to assess, and develop a process for assessment. This assessment should be linked to instruction and planning for instruction and future trainings.

Training the Trainer

Cox and Co. and Farberware withdrew from the project prior to the train-the-trainer phase. Some aspects of a training for trainers were introduced in the supervisor program at Kruysman Corp. which ran in the Spring of 1997 as well as in the Industrial Engineering training in the Fall of 1997. However, no formal train-the- trainer program was conducted. Therefore, Bronx Lebanon was the only site that had an ongoing train-the-trainer program and that training was excellent. However, there was not enough time to address literacy issues specifically. And, while train-the-trainer participants may have strong literacy skills, it is very likely that some of the staff members they will be training will not.

Recommendation

In future projects, project staff, business partners, and participants in train-the-trainer projects should collaborate in thinking about how the project-site trainers will integrate literacy support into their trainings. They should then integrate literacy support into the trainings.

DISSEMINATION

Project staff and business partners have disseminated or plan to disseminate their work in a number of forums including:

- Westchester County, New York Board of Cooperative Educational Services (BOCES) conference, 1996
- NETWORK's "Work-Based Learning and Literacy" Conference, Fall 1997
- Workplace Learning Conference, Spring 1998

CONCLUSION

Observing, documenting, and reading literature about literacy development generally and workplace literacy development specifically for this project over the course of three years has given the evaluator the opportunity to think, in more depth, about workplace literacy issues. The following represents some of her learning and thinking about the field at this point.

On-Going Professional Development and/or Training--Who Gets It?

Traditionally, employers have provided ongoing training primarily to certain types of employees--executives and those in sales, for example. Ongoing training for other workers--those on the assembly lines, for example, was not considered necessary once they learned their particular task on the lines. In both cases, these training opportunities tended not to be related to development of literacy skills but to the development of other job-related skills. As the types of jobs that employees are required to do shift, for example, to more service-related jobs, the literacy requirements also change and employers are recognizing that employees and potential employees often are not prepared for these jobs. However, only a minority of employers are supporting employees in developing their literacy skills.

Who is Responsible for Employee Development--Schools or Workplaces?

Only a minority of companies offer literacy programs because they expect schools to provide future employees with the skills they need to perform their jobs. This, however, may be unrealistic as the kinds of literacy tasks that young people are taught to do in schools such as reading textbooks to learn information are different than those required for work. In their 1980 *Journal of Reading* article, "The nature of reading at work," Diehl and Mikulecky describe the categories of "reading-to-do" which involve using written material as an aid to accomplish a task and "reading-to-assess" which involves skimming material to judge its usefulness for some future purpose. These are the types of reading skills that they consider most important for work--skills that are not usually taught in depth in schools. In addition, the types of materials written and read in the workplace in general and in the

"Workshops in the Workplace" sites specifically --memos, reports (such as psycho-socials), manuals, charts, and instructions--are often not appropriate materials for academic settings. Therefore, while schools can alter their curricula to better teach these skills, it would seem to be impossible for them to tailor their curricula to fit every workplace context.

The Workplace as a Social Setting and Context for Literacy Development

Recent research by Stephen Reder and others indicate that literacy practices and skills develop within a social context--in this case, the workplace. This is the case for a number of reasons, two of which will be discussed here. One of the most pertinent is that the workplace is an ideal social setting for literacy development in that the workplace is, perhaps for most adults, the context in which they have their most extensive social contacts. They spend eight or more hours, five or more days each week with co-workers--often more time than they spend with their families. In addition, some companies also encourage employees to engage in social activities during their leisure time. Another important factor in developing literacy skills and practices is that literacy develops when learners are engaged in meaningful and purposeful activity. If the work is meaningful--learning to speak in English so that the employee can describe the new folder he has just designed to management as was the case at Kruysman Corp. or purposeful--writing a clearer, more coherent psycho-social report at Bronx Lebanon--for example, literacy is more likely to develop.

The idea of the importance of literacy development within a social context was, in the evaluator's opinion, borne out at Bronx Lebanon and at Kruysman Corp. Increasingly, over the three-year period, the Bronx Lebanon workshops served as forums for employees to write together, share this writing with colleagues and instructors, give and get feedback on the writing, and ultimately, they reported, become better writers. The workshops also served as forums for employees to share, through writing and discussion, their concerns about workplace issues such as downsizing and the resulting increased workloads. This sharing provided them with opportunities to learn strategies to better cope with their situations.

During the Supervisory Workplace Training at Bronx Lebanon, participants learned collaboratively to identify training needs and through planning and presentations, they learned, from their instructor and one another, strategies to address those needs.

Learning in a social context was important at Kruysman Corp. as well. There, employees improved their abilities to speak in English while learning more about and participating in the development and modification of their company's policies and procedures.

These were literacy practices and skills--writing reports and training curricula or learning to speak English--that develop best within the social context--provided by the needs of the workplace.

On-going Support in Workplaces for Literacy Development: Its Importance and Feasibility

Given the nature of constant and rapid change in service-related--human or otherwise--jobs (which we saw clearly during this project as the Medical Center downsized, one factory closed, and another merged with another company), it is clearly important that literacy support be provided in an ongoing manner. Jobs and the requirements to do these jobs well change constantly and it is only through ongoing support, including supporting literacy and language development at all levels, that employees will be able to do their best work.

Staff development has to be seen as necessary, not only for certain types of employees such as executives and sales representatives, for example, but it must become a part of the culture of the organization for all employees to continue to grow and change in their abilities to do their jobs well. Over the course of the three years, it became very clear to the evaluator that providing this kind of support is possible only when there is a strong support for it in the workplace. This includes supervisory staff to coordinate staff development. Coordination is a major effort which includes identifying training needs, internal and external training resources, planning, coordinating schedules so that the work of the company or organization continues, and locating appropriate space for the training. Sufficient and consistent funding is also necessary for materials, instructors, and for back-up staff so that employees can be released to participate in training during their work-time and as part of their job responsibilities.

Thinking about the feasibility of providing this type of ongoing staff development raises a number of questions and issues that organizations and companies should address. They include:

- Does management recognize and understand the need for ongoing staff development/training in general and one that incorporates literacy specifically?
- What are the expected outcomes of the training program?
- Are these expected outcomes feasible given the organization's resources?
- Is the staff development/training process documented?
- What is the impact of training and how is it documented?
- How can documentation be used to illustrate the value of training to management?
- What resources--financial and otherwise--must management provide for a staff development program to be successful?
- Are training resources available in-house?

- Do training resources include staff whose strengths are in teaching specifically about content--the work done by the organization--as well as literacy-related skills such as reading and writing process? Can staff work together to integrate content and literacy process skills appropriately and meaningfully?
- What outside training resources are available?
- Which outside training resources best fit the organization's needs and culture?
- How can the organization develop in-house training resources?
- How can documentation be used, in an ongoing manner, to inform planning and support the development of the organization's staff development/training program?
- What are the limits of the organization's staff development/training program?
- How does the organization connect employees to other resources such as literacy programs and higher education programs when appropriate?

In addition to the traditional assessments, such as task analyses, that are done as part of the design of workplace trainings, the evaluator recommends that the above questions be addressed. Task analysis and similar assessments are crucial in determining the content to be taught. However, for training to have a lasting impact on the organization, including improving employees' literacy skills, planning must go beyond the content. Management must provide the organizational supports and structures such as funding, personnel, space for classes, and paid time for employees that will make the program successful.

As a 36 month demonstration project funded by the U.S. Department of Education National Workplace Literacy Program, "Workshops in the Workplace" provided BPDI staff with opportunities to extend their expertise in workplace training to include workplace learning and literacy and to share this learning. The evaluator hopes that BPDI staff will continue to learn from those who are doing cutting-edge research in the field of workplace literacy so that they can continue to contribute meaningfully to the field.